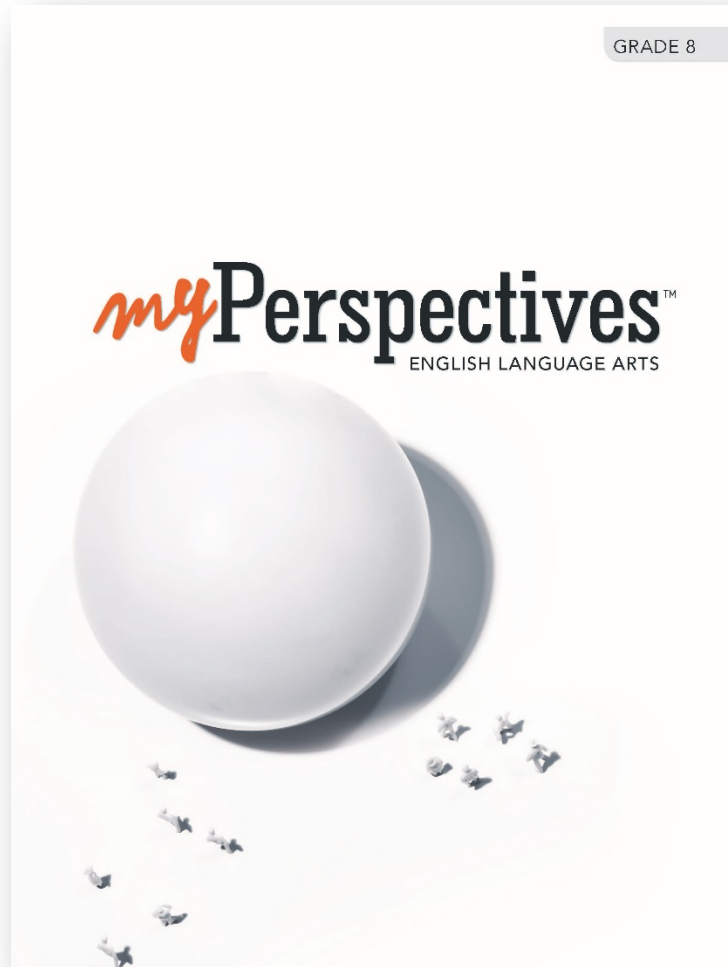


Grade 8 Curriculum Map



GRADE 8, UNIT 1 : Rites of Passage					
INTRODUCTION	Days 1 & 2	Unit Video: Dear Graduates – A Message from Kid President Discuss It: Discuss It In what way is graduation a rite of passage, or significant milestone that indicates growth? What other rites of passage are you familiar with?	Unit Goals: Reading, Writing & Research, Language, Speaking & Listening Academic Vocabulary: NonFiction Narrative Launch Text: Red Roses (Lexile 560)		
WHOLE-CLASS LEARNING: Introduce Whole-Class Learning Day 3					
Anchor/Supporting Texts: Anchor Text (Short Story): <i>The Medicine Bag</i> by Virginia Driving Hawk Sneve Media: Video: <i>Apache Girl's Rite of Passage</i> The National Geographic Society	Performance-Based Assessment Task Narrative Task: Write A Nonfiction Narrative Prompt: What event changed your understanding of yourself, or that of someone you know? W.3, W.3.a-e, W.4, W.5	Whole-Class Learning Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Listen Actively <input type="checkbox"/> Clarify by asking questions <input type="checkbox"/> Monitor Understanding <input type="checkbox"/> Interact and Share ideas 	Essential Question What are some milestones on the path to growing up?	Unit Goals: TG p. 4 <ul style="list-style-type: none"> • Read and analyze how authors express point of view in nonfiction narrative. RL.8.6 • Expand Knowledge and use of academic and thematic vocabulary. RL.8.4 • Write a nonfiction narrative in which you develop experiences or events using effective technique W.8.2 • Conduct research projects of various lengths to explore a topic and clarify meaning W.8.7 • Demonstrate command of the conventions of standard English grammar and usage, including the usage of the different moods of verb L.8.1, L.8.1.c • Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.8.1 • Integrate audio, visuals, and text in presentations SL.8.5 	
Standards Covered					
Reading Literary Text RL.8.4	Reading Informational Text RI.8.7	Speaking & Listening SL.8.1, SL.8.2, SL.8.4	Language L.8.4.a, L.8.4.c, L.8.4.d	Writing W.8.3.a, W.8.3.b, W.8.3.d, W.8.3.e	NOTES:

UNIT 1 Whole-Class Learning		GRADE 8		Rites of Passage			
Making Meaning		Language Development		Effective Expression			
Days 4-12							
The Medicine Bag: TG p. 12-27 First Read Notice: Who the story is about, what happens, where and when it happens and why those involved react Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and write a brief summary of the selection	Close Read TG p. 14: Look for descriptive details TG p. 15: Note details that reveal differences among characters TG p. 16: Look for phrases that indicate sequence of events or steps in a process TG p. 17: Analyze character TG p. 18: Look for details that indicate a change in characters or events TG p. 19: Note details that reveal what characters are feeling and thinking TG p. 20: Look for details that reveal things about a character	Analyze the Text TG p. 22 <input type="checkbox"/> Evaluate <input type="checkbox"/> Summarize <input type="checkbox"/> Draw Conclusions <input type="checkbox"/> Answer the Essential Question	Analyze Craft and Structure TG p. 23 Figurative Meaning: Symbolism symbol symbolism	Concept Vocabulary and Word Study TG p. 24 Words that show someone who is not at full strength: wearily straggled fatigue frail sheepishly Animal Words	Conventions TG p. 25 Verbs in Active and Passive Voice voice active voice passive voice	Writing to Sources TG p. 26 Retelling a story	Speaking and Listening TG p. 27 Monologue
			RL.8.4	L.8.4	L.8.1, L.8.1.b, L.8.3, L.8.3.a	W.8.3.a, W.8.3.b, W.8.3.d, W.8.3.e	SL.8.4

Making Meaning			Effective Expression			NOTES:
Days 13-15						
Apache Girls Rite of Passage: TG p. 28-33 First Review Watch: Who the video is about, what happens, where and when it happens, and why those involved react as they do Note: Elements that you find interesting and want to revisit Connect: Ideas within the video to what you already know and what you have already read Respond: Complete Comprehension check and write a brief summary of the selection	Close Read TG p. 29: Analyze expository information	Analyze the Review TG p. 31 <input type="checkbox"/> Present and discuss <input type="checkbox"/> Review and synthesize	Media Vocabulary TG p. 31 Narration Audio Close-up Contrast Pan Synchronizatio n (sync) L.8.6	Prepare to Compare: Speaking and Listening TG p. 32 Comparing video with text SL.8.1, SL.8.2, SL.8.4	Writing to Compare TG p. 33 Video Review RI.8.7, W.8.2, W.8.2.a, SL.8.2	
Performance Task: Writing Focus						
Days 16-18						
TG p. 34-39 Write a Nonfiction Narrative Prompt: What event changed your understanding of yourself, or that of someone you know? Language Development: Author’s Style					Standards: W.8.3, W.8.3.a-e, W.8.4, W.8.5, W.8.10	

UNIT 1 Small-Group Learning		GRADE 8		Rites of Passage	
Introduction Day 19					
<p>Letter: <i>You Are the Electric Boogaloo</i> by Geoff Herbach</p> <p><i>Just Be Yourself!</i> By Stephanie Pellegrin</p> <p>Poetry: <i>Hanging Fire</i> by Audre Lorde</p> <p><i>Translating Grandfather's House</i> By E.J. Vega</p> <p>Short Story: <i>The Setting Sun and the Rolling World</i> by Charles Mungoshi</p>	<p>Performance-Based Assessment Task</p> <p>Speaking and Listening Focus: Present a Nonfiction Narrative</p> <p>Prompt: What defines an event or experience in a young person's life as a milestone or rite of passage?</p> <p>SL.8.4, SL.8.5</p>	<p>Small-Group Learning Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prepare <input type="checkbox"/> Participate Fully <input type="checkbox"/> Support Others <input type="checkbox"/> Clarify <p>Working as a Team</p> <ol style="list-style-type: none"> 1) Discuss the Topic 2) List Your Rules 3) Apply the Rules 4) Name your Group 5) Create a Communication Plan <p>Making a Schedule</p> <p>Working on Group Projects</p>	<p>Essential Question</p> <p>What are some milestones on the path to growing up?</p>	<p>Unit Goals:</p> <p>TG p. 4</p> <ul style="list-style-type: none"> • Read and analyze how authors express point of view in nonfiction narrative. RL.8.6 • Expand Knowledge and use of academic and thematic vocabulary. RL.8.4 • Write a nonfiction narrative in which you develop experiences or events using effective technique W.8.2 • Conduct research projects of various lengths to explore a topic and clarify meaning W.8.7 • Demonstrate command of the conventions of standard English grammar and usage, including the usage of the different moods of verb L.8.1, L.8.1.c • Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.8.1 • Integrate audio, visuals, and text in presentations SL.8.5 	
Standards Covered					
<p>Reading Literary Text</p> <p>RL.8.2, RL.8.4</p>	<p>Reading Informational Text</p> <p>RI.8.4</p>	<p>Speaking & Listening</p> <p>SL.8.1.a, SL.8.1.b, SL.8.1.c, SL.8.1.d, SL.8.4</p>	<p>Language</p> <p>L.8.1.c, L.8.4, L.8.4.c, L.8.4.d, L.8.5.b</p>	<p>Writing</p> <p>W.8.2.b, W.8.2.d-f, W.8.8</p>	<p>NOTES:</p>

Making Meaning				Language Development	Effective Expression	
Days 20-22						
<p>You Are the Electric Boogaloo TG p. 44-47</p> <p>Just Be Yourself TG p. 48-53</p> <p>First Read Notice: Who the letters are about, what happens, where and when it happens, and why those involved react as they do Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check by writing a brief summary of the selection</p>	<p>Close Read TG p. 46: Analyze word choice TG p. 49: Analyze Allusions</p>	<p>Analyze the Text TG p. 50</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 51 Author’s Word Choice: Tone</p> <p>Tone Word choice Connotation Denotation</p> <p>RI.8.4, L.8.5, L.8.5.c</p>	<p>Concept Vocabulary and Word Study TG p. 44 Context Clues</p> <p>TG p. 50 Words that convey a sense of the extreme: Immense Majestic Numerous</p> <p>Latin Suffix -ous</p> <p>RL.8.4</p>	<p>Conventions TG p. 52 Conventions: Verb Moods</p> <p>Moods Indicative mood Imperative mood Interrogative mood</p> <p>L.8.1, L.8.1.c, L.8.1.d</p>	<p>Speaking and Listening TG p. 53 Visual Presentation</p> <p>Illustrated Instructions</p> <p>Illustrated informational report</p> <p>W.8.7, SL.8.4, SL.8.5</p>

Making Meaning				Language Development	Effective Expression	
Days 23-26						
Hanging Fire Translating Grandfather's House TG p. 54-65	Close Read TG p. 57: Tone	Analyze the Text TG p. 62 <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question	Analyze Craft and Structure TG p. 63 Forms of Poetry: Theme Lyric poetry Narrative poem	Concept Vocabulary and Word Study TG p. 62 Words that suggest a positive change Horizon Awakenings Beaming Etymology	Conventions TG p. 64 Verbs: Mood Imperative Indicative Conditional Subjunctive	Group Discussion TG p. 65 Aspects of Growing up or Impact of Author's tone
First Read Notice: Who the poems are about, what happens, where and when it happens, and why those involved react as they do Annotate: Mark vocabulary and key passages to revisit Connect: ideas within selection to what you already know and have read Respond: Complete Comprehension check and writing a brief summary of the selection			RL.8.2	RL.8.4, L.8.4	L.8.1.c	SL.8.1a-d

Making Meaning				Language Development	Effective Expression			
Days 27-30								
<p>The Setting Sun and the Rolling World: TG p. 66-75</p> <p>First Read Notice: Who the story is about, what happens, where and when it happens, and why those involved react as they do</p> <p>Annotate: Mark vocabulary and key passages you want to revisit</p> <p>Connect: Ideas within the selection to what you already know and what you have already read</p> <p>Respond: Complete Comprehension check and write a brief summary of the selection</p>	<p>Close Review TG p. 67: Analyze Setting</p> <p>TG p. 69: Analyzed figurative language</p>	<p>Analyze the Text TG p. 72</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and discuss <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 73</p> <p>Point of view in fiction</p> <p>First-person point of view</p> <p>Third-person point of view</p>	<p>Concept Vocabulary and Word Study TG p. 72</p> <p>Words related to the narrator’s feelings toward and relationship with his father:</p> <p>Patronized Obligations Psychological</p>	<p>Conventions TG p. 74</p> <p>Conventions: Verb Moods</p> <p>Interrogative Imperative Indicative Conditional Subjunctive</p>	<p>Research: Informational report TG p. 75</p> <p>Zimbabwean healers</p> <p>Traditional family life in Zimbabwe</p>		
				SL.8.1, SL.8.5	RL.8.6	RL.8.4, L.8.4	L.8.1, L.8.1.c, L.8.1.d	W.8.2, W.8.2.b, W.8.2.f, W.8.7, W.8.8
Small-Group Learning Performance Task: Speaking and Listening Focus								
Days 31-32								
<p>TG p. 76-77</p> <p>Present a Nonfiction Narrative</p> <p>Prompt: What defines an event or experience in a young person’s life as a milestone or rite of passage?</p>				Standards: SL.8.4, SL.8.5, SL.8.6				

Overview: Independent Learning	
Days 33-34	
TG p. 78-79, 80A-80F, 80-82 Select and read a story from selections available online <ul style="list-style-type: none"> • Cub Pilot on the Mississippi by Mark Twain • from I Know Why the Caged Bird Sings by Maya Angelou • Quinceañera Birthday Bash Preserves Tradition, Marks Passage to Womanhood by Natalie St. John • Childhood and Poetry by Pablo Neruda • The Winter Hibiscus by Minfong Ho 	Standards: RL.8.10, RI.8.10
End-of-Unit Performance-Based Assessment	
Days 35-36	
TG p. 84-87 Writing to Sources: Nonfiction Narrative Prompt: What rite of passage has held the most significance for you or for a person you know well? Speaking & Listening Outcome: Oral Presentation	Standards: W.8.3, W.8.3.a-e, W.8.4, W.8.10, SL.8.4, SL.8.5, SL.8.6

GRADE 8, UNIT 2 : The Holocaust

INTRODUCTION	Days 1 & 2	Unit Video: The Holocaust Discuss It: How might the Nazi’s treatment of European Jews have affected everyone else?	Unit Goals: Reading, Writing & Research, Language, Speaking & Listening Academic Vocabulary: Explanatory Essay Launch Text: The Grand Mosque of Paris (Lexile 990)
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WHOLE-CLASS LEARNING: Introduce Whole-Class Learning Day 3

Anchor Text (Drama): <i>The Diary of Anne Frank, Act I</i> by Frances Goodrich & Albert Hackett Anchor Text (Drama): <i>The Diary of Anne Frank, Act II</i> by Frances Goodrich & Albert Hackett Media:Timeline: <i>Frank Family and World War II Timelines</i>	Performance-Based Assessment Task Write an Explanatory Essay Prompt: How are historical events reflected in the play <i>The Diary of Anne Frank</i> ? Language Development: Revising Sentences by Combining With Conjunctions W.8.2, W.8.2.a-f, W.8.5, W.8.10, L.8.1, L.8.2, L.8.3	Whole-Class Learning Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Listen Actively <input type="checkbox"/> Clarify by asking questions <input type="checkbox"/> Monitor Understanding <input type="checkbox"/> Interact and Share ideas 	Essential Question How do we remember the past?	Unit Goals: TG p. 90 <ul style="list-style-type: none"> • Read and analyze how authors discuss a cause, event, or condition that produces a specific result RI.8.8 • Expand Knowledge and use of academic and thematic vocabulary. RI.8.4 • Write an explanatory essay in which you effectively incorporate the key elements of an argument W.8.2 • Conduct research projects of various lengths to explore a topic and clarify meaning. W.8.7 • Demonstrate command of the conventions of standard English grammar and usage of verbs and conjunctions L.8.1 • Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.8.1 • Integrate audio, visuals, and text in presentations SL.8.5
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Standards Covered

Reading Literary Text RL.8.1, RL.8.2, RL.8.3, RL.8.7	Reading Informational Text RI.8.1, RI.8.3, RI.8.7, RI.8.10	Speaking & Listening SL.8.1.a, SL.8.1.c	Language L.8.1, L.8.3, L.8.4.a, L.8.4.b, L.8.5.b	Writing W.8.2.a, W.8.2.b	NOTES:
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Making Meaning			Language Development		NOTES:	
Days 4-8						
The Diary of Anne Frank, Act I: TG p. 100-155	Close Read TG p. 102: Look for words that tell what something looks like TG p. 104: Notice the voice telling the story changes TG p. 105: Look for use of dialogue and stage directions TG p. 107: Analyze conflict	Analyze the Text TG p. 152: <input type="checkbox"/> Compare and contrast <input type="checkbox"/> Make a judgement <input type="checkbox"/> Paraphrase <input type="checkbox"/> Analyze cause and effect	Analyze Craft and Structure TG p. 153 Analyze Text Structures in Drama Dialogue Mood Conflicts Dramatic irony	Concept Vocabulary and Word Study TG p. 154 Words used to describe feelings of stress and conflict: Anxiously Tension Restraining Quarrels Bickering Hysterically Latin Suffix: - ion	Conventions TG p. 155 Conventions: The Principal Parts of Verbs Regular Irregular Present Present Participle Past Past participle	
First Read Notice: Who the play is about, what happens, where and when it happens and why those involved react Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and writing a brief summary of the selection	Close Read TG p. 108: Mark ellipses TG p. 111: Notice use of ellipses TG p. 112: Notice details marked in brackets TG p. 114: Mark stage directions TG p. 117: Highlight stage directions TG p. 119: Analyze dialogue TG p. 121: Analyze stage directions TG p. 123: Use dialogue and stage directions to give complete picture TG p. 124: Analyze Dialogue TG p. 127: Highlight ellipses TG p. 129: Analyze dialogue TG p. 130: Mark adjectives TG p. 132: Analyze structure TG p. 134: Mark examples of repetition TG p. 137: Mark Anne’s words TG p.138: Infer key ideas TG p. 141: Mark ellipses TG p. 142: Analyze punctuation TG p. 144: Notice characters speaking at the same time TG: p. 148: Highlight punctuation used in Mr. Frank’s line		RL.8.3, RL.8.6	L.8.4.a	L.8.1	
	RL.8.3, RL.8.5					

Making Meaning			Language Development		Effective Expression		
Days 9-13							
The Diary of Anne Frank, Act II: TG p. 156-193	Close Read TG p. 157: Notice details that show the passage of time TG p. 158: Understand diary TG p. 160: Highlight details that show Mr. and Mrs. Van Daan respond to Mr. Frank TG p. 161: Mark ellipses	Analyze the Text TG p. 188 <input type="checkbox"/> Analyze <input type="checkbox"/> Interpret <input type="checkbox"/> Evaluate <input type="checkbox"/> Paraphrase <input type="checkbox"/> Answer the Essential Question PI.2	Analyze Craft and Structure TG p. 189 Character Motivation Internal motivations External motivations	Concept Vocabulary and Word Study TG p. 190 Words used to reveal feelings about the future: Foreboding Apprehension Intuition Mounting Rigid Insistent Latin Suffix: -ent	Conventions TG p. 191 Simple Tenses of Verbs Present tense Past tense Future tense	Writing to Sources: TG p. 192 Drama Review	Speaking and Listening: TG p. 193 Dramatic Reading
	First Read Notice: Who the play is about, what happens, where and when it happens, and why those involved react as they do Annotate: Mark vocabulary and key passages you want to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and writing a brief summary of the selection	Close Read TG p. 163: Analyze characterization TG p. 164: Mark exclamation points TG p. 166: Notice ellipses TG p. 169: Analyze dialogue TG p. 171: Highlight details that tell what characters are doing TG p. 173: Infer from dialogue TG p. 175: Analyze motivation TG p. 177: Highlight details of Anne’s behavior TG p. 179: Mark stage directions TG p. 181: Analyze character TG p. 183: Mark stage action about reactions to phone ringing TG p. 184: Analyze punctuation TG p. 186: Mark German words RL.8.1, RL.8.2, RL.8.3	RL.8.1, RL.8.3	L.8.4, L.8.4.b	L.8.1, L.8.3	RL.8.7, W.8.2, W.8.2.b, W.8.2.f	SL.8.1, SL.8.1.a, SL.8.1.b, SL.8.4

Making Meaning		Effective Expression		NOTES:	
Days 14-15					
<p>Frank Family and World War II Timelines: TG p. 194-201</p> <p>First Review Examine: The timeline and sequence of events Annotate: By marking key events you want to revisit Connect: Ideas in the timeline to what you already know and what you have read Respond: Complete Comprehension check</p>	<p>Close Review TG p. 197: Reflect on chronology</p>	<p>Analyze the Media TG p. 199</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interpret <input type="checkbox"/> Analyze <input type="checkbox"/> Interpret <input type="checkbox"/> Answer the Essential Question 	<p>Prepare to Compare TG p. 200 Comparing media with text</p> <p style="text-align: right;">RI.8.7, SL.8.1.a, SL.8.1.c</p>	<p>Write to Compare TG p. 201 Compare and contrast essay</p> <p style="text-align: right;">RI.8.7, W.8.2, W.8.2.a, W.8.2.b</p>	
Performance Task: Writing Focus					
Days 16-18					
<p>TG p. 201-207 Write an Explanatory Essay Prompt: How are historical events reflected in the play The Diary of Anne Frank? Language Development: Revising Sentences by Combining With Conjunctions</p>			<p>Standards: W.8.2, W.8.2.a-f, W.8.5, W.8.10, L.8.1, L.8.2, L.8.3</p>		

UNIT 2 Small-Group Learning		GRADE 8		The Holocaust	
Introduction Day 19					
<p>Dairy: <i>from Anne Frank: The Diary of a Young Girl</i> by Anne Frank</p> <p>Speech: <i>Acceptance Speech for the Nobel Peace Prize</i> by Elie Wiesel</p> <p>Media: Graphic Novel: <i>from Maus</i> by Art Spiegelman</p>	<p>Performance-Based Assessment Task</p> <p>Speaking and Listening Focus: Present an Explanatory Essay</p> <p>Prompt: Discuss how the texts read relate to the Holocaust</p> <p>SL.8.1.a-d, SL.8.4, SL.8.5, SL.8.6</p>	<p>Small-Group Learning Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prepare <input type="checkbox"/> Participate Fully <input type="checkbox"/> Support Others <input type="checkbox"/> Clarify <p>Working as a Team</p> <ol style="list-style-type: none"> 1) Discuss the Topic 2) List Your Rules 3) Apply the Rules 4) Name your Group 5) Create a Communication Plan <p>Making a Schedule</p> <p>Working on Group Projects</p>	<p>Essential Question</p> <p>How do we remember the past?</p>	<p>Unit Goals:</p> <p>TG p. 90</p> <ul style="list-style-type: none"> • Read and analyze how authors discuss a cause, event, or condition that produces a specific result RI.8.8 • Expand Knowledge and use of academic and thematic vocabulary. RL.8.4, RI.8.4 • Write an explanatory essay in which you effectively incorporate the key elements of an argument W.8.2 • Conduct research projects of various lengths to explore a topic and clarify meaning. W.8.7 • Demonstrate command of the conventions of standard English grammar and usage of verbs and conjunctions L.8.1 • Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.8.1 • Integrate audio, visuals, and text in presentations SL.8.5 	
Standards Covered					
<p>Reading Literary Text</p> <p>RL.8.10</p>	<p>Reading Informational Text</p> <p>RI.8.2, RI.8.4, RI.8.7, RI.8.10</p>	<p>Speaking & Listening</p> <p>SL.8.1, SL.8.4, SL.8.5, SL.8.6</p>	<p>Language</p> <p>L.8.1, L.8.4, L.8.4.a, L.8.4.b, L.8.5.c, L.8.6</p>	<p>Writing</p> <p>W.8.2, W.8.4, W.8.5, W.8.6, W.8.10</p>	<p>NOTES:</p>

Making Meaning				Language Development	Effective Expression	
Days 20-24						
<p><i>from Anne Frank: The Diary of a Young Girl</i> TG p. 212-221</p> <p>First Read Notice: Who the diary is about, what happens, where and when it happens, and why those involved react as they do Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check by writing a brief summary of the selection</p>	<p>Close Read TG p. 215: Analyze details TG p. 216: Analyze sensory language</p>	<p>Analyze the Text TG p. 218</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 219 Central Idea and Supporting Details</p> <p>Central idea Stated central idea Topic Topic sentence Implied central Idea Inference</p>	<p>Concept Vocabulary and Word Study TG p. 212 Context Clues</p> <p>TG p. 218 Words that describe limits and loss experienced by Jewish people during the Holocaust:</p> <p>Forbidden Restrictions Sacrifices</p> <p>Latin suffix: -strict</p>	<p>Conventions TG p. 220 Author's Style: Word Choice</p> <p>Style Word choice Diction</p>	<p>Speaking and Listening: TG p. 221 Group Discussion</p> <p>Collaborative group discussion</p>
		SL.8.1, SL.8.4	RI.8.1, RI.8.2, RI.8.5	L.8.4, L.8.4.b, L.8.4.d	RI.8.4	SL.8.1.a, SL.8.1.c, SL.8.1.d

Making Meaning				Language Development	Effective Expression	
Days 25-26						
<p>Acceptance Speech for the Nobel Peace Prize: TG p. 222-229</p> <p>First Read Notice: Who the speech is about, what happens, where and when it happens, and why those involved react as they do Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and writing a brief summary of the selection</p>	<p>Close Read TG p. 223: Notice repetition</p>	<p>Analyze the Text TG p. 226</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 227 Author's Purpose and Point of View</p> <p>author's purpose author's point of view</p>	<p>Concept Vocabulary and Word Study TG p. 222 Using dictionary and thesaurus</p> <p>TG p. 226 Words that have to do with suffering and oppression:</p> <p>Humiliation Persecuted Traumatized</p> <p>Greek Root: trauma-</p>	<p>Conventions TG p. 228 Perfect Tenses of Verbs</p> <p>Present Perfect Past perfect Future perfect</p>	<p>Speaking and Listening: TG p. 229 Group Discussion</p>
		SL8.1, SL.8.4	RI.8.6	L.8.4, L.8.4.b, L.8.4.d	L.8.4	SL.8.1, SL.8.1.a, SL.8.1.b

Making Meaning			Effective Expression	NOTES:
Days 27-30				
<p>from Maus: TG p. 230-24</p> <p>First Review Look: At each panel and determine who or what it portrays Note: Elements in each comic that your find interesting and want to revisit Connect: Details in the graphic novel to other texts you've read or comics you've seen Respond: Complete Comprehension check</p>	<p>Close Review TG p. 232 Analyzing visual metaphors TG p. 234: Analyzing art TG p. 236: Analyzing art</p>	<p>Analyze the Media TG p. 240</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and clarify <input type="checkbox"/> Present and discuss <input type="checkbox"/> Answer the Essential Question <p>SL.8.1, SL.8.4</p>	<p>Media Vocabulary TG p. 240</p> <p>Panel Encapsulation Speech balloon</p> <p>L.8.6</p>	<p>Research: TG p. 241</p> <p>Informative Report</p> <p>Present information about history</p> <p>W.8.2, W.8.2.a, W.8.2.b, W.8.2.d W.8.7, W.8.8</p>
Small-Group Learning Performance Task: Speaking and Listening Focus				
<p>TG p. 242-243 Deliver a Multimedia Presentation Prompt: How do the selections contribute to your understanding of the Holocaust and the ways in which we remember the past?</p>				<p>Standards: SL.8.4, SL.8.5, SL.8.6</p>
Days 31-32				

Overview: Independent Learning

Days 33-34

TG p. 244-245, 246A-246F, 246-248

Select and read a story from selections available online

- Saving the Children by Bob Simon
- A Great Adventure in the Shadow of War by Mary Helen Dirks
- Irena Sendler: Rescuer of the Children of Warsaw by Chana Kroll
- Quiet Resistance from Courageous Teen Resisters by Ann Byers
- Remembering a Devoted Keeper of Anne Frank’s Legacy by Moni Basu
- I’ll Go Fetch Her Tomorrow from Hidden Like Anne Frank by Bloeme Emden with Marcel Prins

Standards: RL.8.10, RI.8.10

End-of-Unit Performance-Based Assessment

Days 35-36

TG p. 249-253

Writing to Sources: Explanatory Essay

Writing Prompt: How can literature help us remember and honor the victims of the Holocaust?

Speaking and Listening Outcome: Oral Presentation

Standards: W.8.2, W.8.4, W.8.10, SL.8.4, SL.8.6

GRADE 8, UNIT 3 : What Matters					
INTRODUCTION	Days 1 & 2	Unit Video: Philippe Petit Discuss It: Why is volunteering, engaging in sports and hobbies, and pursuing personal dreams so fulfilling?		Unit Goals: Reading, Writing & Research, Language, Speaking & Listening Academic Vocabulary: Argument Launch Text: Freedom of the Press? (Lexile 1000)	
WHOLE-CLASS LEARNING: Introduce Whole-Class Learning Day 3					
Anchor/Magazine Article: <i>Barrington Irving, Pilot and Educator</i> National Geographic Anchor Text (Opinion piece): <i>Three Cheers for the Nanny State</i> By Sarah Conly Anchor Text (Opinion piece): <i>Ban the Ban!</i> by Sidney Anne Stone <i>Soda's a Problem but . . .</i> .by Karin Klein	Performance-Based Assessment Task Write an Argument Write an Argument Prompt: What is a problem you think needs to be solved? How would you solve it? Language Development: Conventions: Revising for pronoun-antecedent agreement	Whole-Class Learning Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Listen Actively <input type="checkbox"/> Clarify by asking questions <input type="checkbox"/> Monitor Understanding <input type="checkbox"/> Interact and Share ideas 	Essential Question When is it right to take a stand?	Unit Goals: TG p. 256 <ul style="list-style-type: none"> • Evaluate written arguments by analyzing how authors state and support their claims RI.8.8 • Expand Knowledge and use of academic and Concept vocabulary RI.8.4 • Write an argumentative essay in which you effectively incorporate the key elements of an argument W.8.1 • Conduct research projects of various lengths to explore a topic and clarify meaning. W.8.7 • Demonstrate command of the conventions of standard English grammar and usage, including correct usage of nouns, pronouns, adjectives, adverbs, clauses, and sentence structure L.8.1 • Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.8.1 • Integrate audio, visuals, and text in presentations SL.8.5 	
Standards Covered					
Reading Literary Text RL.8.1, RL.8.3	Reading Informational Text RI.8.2, RI.8.3, RI.8.8, RI.8.9	Speaking & Listening SL.8.1, SL.8.3, SL.8.4, SL.8.6	Language L.8.1, L.8.2, L.8.2.c, L.8.3, L.8.4, L.8.4.b	Writing W.8.1, W.8.9.b	NOTES:

UNIT 3 Whole-Class Learning			GRADE 8		What Matters		
Making Meaning			Language Development		Effective Expression		
Days 4-8							
Barrington Irving, Pilot and Educator: TG p. 264-275 First Read Notice: The general idea of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and writing a brief summary of the selection	Close Read TG p. 265: Analyze author’s purpose TG p. 266: Mark the words of dialogue TG p. 267: Highlight the details that show the writer asking a question TG p. 268: Highlight the ellipses in the speech	Analyze the Text TG p. 270: <input type="checkbox"/> Paraphrase <input type="checkbox"/> Interpret <input type="checkbox"/> Answer the Essential Question	Analyze Craft and Structure TG p. 271 Characterization in Nonfiction: Direct characterization Indirect characterization Inferences RI.8.1, RI.8.3	Concept Vocabulary and Word Study TG p. 272 Words that relate to the effort an individual puts forth in order to succeed: Determination Pursue accomplish Achieve tackling Purposeful Old English: Suffix -ful L.8.4.b	Conventions TG p. 273 Nouns and Pronouns Proper nouns Possessive nouns Personal pronouns Possessive pronouns L.8.1	Writing to Sources TG p. 274 Support an argument W.8.1	Speaking and Listening TG p. 275 Persuasive presentation SL.8.4, SL.8.6

Making Meaning			Language Development			NOTES:
Days 9-13						
<p>Three Cheers for the Nanny State: TG p. 276-285</p> <p>First Read Notice: The general ideas of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and writing a brief summary of the selection</p>	<p>Close Read TG p. 277: Notice author’s use of parentheses TG p. 278: Explain types of bias TG p. 279: Analyze analogy TG p. 280: Highlight repeated words and parallel structure</p>	<p>Analyze the Text TG p. 282</p> <ul style="list-style-type: none"> <input type="checkbox"/> Summarize <input type="checkbox"/> Interpret <input type="checkbox"/> Evaluate <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 283 Author’s Argument</p> <p>Claim Relevant Fact Opinion Logical reasoning Author’s perspective Point of view Bias</p>	<p>Concept Vocabulary and Word Study TG p. 284 Words related to rules and laws:</p> <p>Impose Rational Justifiable Principle Status quo</p> <p>Latin root: -just-</p>	<p>Conventions TG p. 285 Clauses:</p> <p>Independent clause Dependent, or subordinate clause Adverb clause Relative clause (Adjective Clause) Noun clause</p>	
	RI.8.8, L.8.1		RI.8.6, RI.8.8	L.8.4.b, L.8.4.c	L.8.1, PI.10	

Making Meaning			Language Development			Effective Expression	
Days 14-15							
<p>Ban the Ban! <i>Stone Soda's a Problem but. . .</i> TG p. 286-295</p> <p>First Read Notice: The general ideas of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and writing a brief summary of the selection</p>	<p>Close Read TG p. 287: Analyze tone TG p. 288: Focus on repeated words</p>	<p>Analyze the Text TG p. 290</p> <ul style="list-style-type: none"> <input type="checkbox"/> Compare and contrast <input type="checkbox"/> Interpret <input type="checkbox"/> Evaluate <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 291 Determine main ideas and supporting details/Analyze conflicting arguments</p> <p>Supporting details-evidence Summarize Objective</p> <p style="text-align: right;">RI.8.9</p>	<p>Concept Vocabulary and Word Study TG p. 292 Words related to health and laws:</p> <p>Implemented Intervene Intentions Dictate Exemption Mandates</p> <p>Latin Prefix: ex-</p> <p style="text-align: right;">L.8.4.b</p>	<p>Conventions TG p. 293 Clauses:</p> <p>Basic Sentence Structures Sentence structure</p> <p>Clauses Independent clause Dependent clause Simple sentence Compound sentence Complex sentence Compound-complex sentence</p> <p style="text-align: right;">L.8.1</p>	<p>Prepare to Compare TG p. 294 Comparing conflicting viewpoints</p> <p style="text-align: right;">SL.8.1, SL.8.4</p>	<p>Writing to Compare TG p. 295 Argumentative essay</p> <p style="text-align: right;">W.8.1.a-e</p>
Performance Task: Writing Focus							
Days 16-18							
<p>TG p. 296-301 Write an Argument Prompt: What is a problem you think needs to be solved? How would you solve it? Language Development: Conventions: Revising for pronoun-antecedent agreement</p>					<p>Standards: W.8.1.a-e, W.8.4, W.8.5, W.8.6, W.8.10, L.8.1, L.8.1,c, L.8.2.c</p>		

UNIT 3 Small-Group Learning		GRADE 8		What Matters	
Introduction Day 19					
<p>Speech: <i>Words Do Not Pay</i> by Chief Joseph</p> <p>Memoir: <i>from Follow the Rabbit-Proof Fence</i> by Doris Pilkington</p> <p>Media:</p> <p>Video: <i>The Moth Presents</i> by Aleeza Kazmi</p>	<p>Performance-Based Assessment Task</p> <p>Speaking and Listening Focus:</p> <p>Present an Argument</p> <p>Deliver an Oral Presentation</p> <p>Prompt: When you take a stand, how much does winning matter?</p> <p>SL.8.1.a, SL.8.4, SL.8.6</p>	<p>Small-Group Learning Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prepare <input type="checkbox"/> Participate Fully <input type="checkbox"/> Support Others <input type="checkbox"/> Clarify <p>Working as a Team</p> <ol style="list-style-type: none"> 1) Discuss the Topic 2) List Your Rules 3) Apply the Rules 4) Name your Group 5) Create a Communication Plan <p>Making a Schedule</p> <p>Working on Group Projects</p>	<p>Essential Question</p> <p>What can cause a sudden change in someone’s life?</p>	<p>Unit Goals:</p> <p>TG p. 256</p> <ul style="list-style-type: none"> • Evaluate written arguments by analyzing how authors state and support their claims RI.8.8 • Expand Knowledge and use of academic and Concept vocabulary RI.8.4 • Write an argumentative essay in which you effectively incorporate the key elements of an argument W.8.1 • Conduct research projects of various lengths to explore a topic and clarify meaning. W.8.7 • Demonstrate command of the conventions of standard English grammar and usage, including correct usage of nouns, pronouns, adjectives, adverbs, clauses, and sentence structure L.8.1 • Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.8.1 • Integrate audio, visuals, and text in presentations SL.8.5 	
Standards Covered					
<p>Reading Literary Text</p> <p>RL.8.10</p>	<p>Reading Informational Text</p> <p>RI.8.1, RI.8.3, RI.8.4, RI.8.10</p>	<p>Speaking & Listening</p> <p>SL.8.1, SL.8.4</p>	<p>Language</p> <p>L.8.1, L.8.3, L.8.4, L.8.4.b, L.8.5, L.8.5.c</p>	<p>Writing</p> <p>W.8.1, W.8.1.a-e, W.8.2.a, W.8.2.b, W.8.7, W.8.8</p>	<p>NOTES:</p>

Making Meaning				Language Development	Effective Expression
Days 20-24					
Words Do Not Pay TG p. 306-313 First Read Notice: The general idea of the speech. What is it about? Who is involved? Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check by writing a brief summary of the speech	Analyze the Text TG p. 310 <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question SI.8.1, SL.8.4	Analyze Craft and Structure TG p. 311 Persuasive Techniques / Word Choice repetition appeals to reason appeals to emotions appeals to authority denotations connotations RI.8.8, L.8.4	Concept Vocabulary and Word Study TG p. 310 Words that have to do with the hardships and misery: Misrepresentations Misunderstanding Old English prefix: mis- RI.8.4, L.8.4.b	Author's Style TG p. 312 Parallelism Nonparallel Parallel L.8.1	Research TG p. 313 Research Report W.8.2, W.8.4, W.8.7, W.8.8

Making Meaning				Language Development	Effective Expression	
Days 25-28						
<p>from Follow the Rabbit-Proof Fence: TG p. 314-323</p> <p>First Read Notice: General ideas of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and writing a brief summary of the two letters</p>	<p>Close Read TG p. 315: Analyze Dialogue TG p. 316: Analyze character TG p. 319: Analyze Descriptive language</p>	<p>Analyze the Text TG p. 320</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 321 Descriptive Writing: Sensory details Vivid, precise language Informative details Figurative language Word Picture</p>	<p>Concept Vocabulary and Word Study TG p. 320 Words related to the girl's journey on foot along the rabbit-proof fence</p> <p>Urgently Nervously Confidently Cautiously</p> <p>Old English Suffix: -ly</p>	<p>Conventions TG p. 322 Adjectives and adverbs</p>	<p>Writing to Sources TG p.323 First-Person Account</p>
	RI.8.3	SL.8.1, SL.8.4	RI.8.4	L.8.4, L.8.4.b	L.8.1	W.8.3, W.8.3.a-e, W.8.5, W.8.7

Making Meaning		Effective Expression	NOTES:
<p>The Moth Presents: TG p. 324-327</p> <p>First Review Watch: The video and determine who or what it portrays Note: Elements in each photo that you find interesting and want to revisit Connect: Details in the photos to texts you've read or other images you've seen Respond: Complete Comprehension check</p>	<p>Close Review TG p. 325: Note details that show why Aleeza takes a stand</p> <p>RI.8.1</p>	<p>Days 29-30 Analyze the Media TG p. 326</p> <ul style="list-style-type: none"> <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Review and Synthesize <input type="checkbox"/> Answer the Essential Question <p>SL.8.1, SL.8.4</p>	<p>Speaking and Listening: TG p. 327</p> <p>Group discussion</p> <p>SL.8.1.a-d</p>
Small-Group Learning Performance Task: Speaking and Listening Focus			
<p>TG p. 328-329 Deliver an Oral Presentation Prompt: When you take a stand, how much does winning matter?</p>		<p>Days 31-32 Standards: SL.8.4, SL.8.6</p>	

Overview: Independent Learning

Days 33-34

TG p. 330-331, 332A-332D, 333-335

Select and read a story from selections available online

- from Through My Eyes by Ruby Bridges
- The Unknown Citizen by W. H. Auden
- Harriet Tubman: Conductor on the Underground Railroad by Ann Petry

Standards: RL.8.10, RI.8.10

End-of-Unit Performance-Based Assessment

Days 35-36

TG p. 336-339

Writing to Sources: Argument

Prompt: Is it important for people to make their own choices in life?

Speaking & Listening Outcome: Oral Presentation

Standards: W.8.1.a-e, W.8.4, W.8.9, W.8.10, SL.8.4, SL.8.5, SL.8.6

GRADE 8, UNIT 4 : Human Intelligence					
INTRODUCTION	Days 1 & 2	Unit Video: Amazing Man Draws NYC From Memory Discuss It: What limits might there be on the capacity of human memory?		Unit Goals: Reading, Writing & Research, Language, Speaking & Listening Academic Vocabulary: Informative texts Launch Text: The Human Brain (Lexile 1120)	
WHOLE-CLASS LEARNING: Introduce Whole-Class Learning Day 3					
Anchor Text (Short Story): <i>Flowers for Algernon</i> by Daniel Keyes Media (Video): from <i>Flowers for Algernon</i> by David Rogers	Performance-Based Assessment Task Writing Focus: Informative Speech Prompt: What has happened to you so far as a result of the experiment, and what do you predict will happen to you as time progresses? W.8.2.a-e, W.8.4, W.8.5, L.8.1, L.8.1.b	Whole-Class Learning Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Listen Actively <input type="checkbox"/> Clarify by asking questions <input type="checkbox"/> Monitor Understanding <input type="checkbox"/> Interact and Share ideas 	Essential Question In what different ways can people be different?	Unit Goals: TG p. 342 <ul style="list-style-type: none"> • Gather information and ideas from a variety of texts. RI.8.10 • Expand Knowledge and use of academic and thematic vocabulary RI.8.4 • Write an informative essay in which you examine a topic and convey ideas, concepts, and information W.8.2 • Conduct research projects of various lengths to explore a topic and clarify meaning. W.8.7 • Demonstrate command of the conventions of standard English grammar and usage, including correct agreement of nouns and verbs L.8.1 • Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.8.1 • Integrate audio, visuals, and text in presentations SL.8.5 	
Standards Covered					
Reading Literary Text RL.8.1, RL.8.2, RL.8.6, RL.8.7	Reading Informational Text	Speaking & Listening SL.8.1.a-d, SL.8.2, SL.8.4, SL.8.5, SL.8.6	Language L.8.1, L.8.4.b	Writing W.8.2.b	NOTES:

UNIT 4 Whole-Class Learning			GRADE 8		Human Intelligence	
Making Meaning			Language Development			NOTES:
Days 4-13						
<p>Flowers for Algernon: TG p. 350-383</p> <p>First Read Notice: Who the story is about, what happens, where and when it happens, and why those involved react as they do Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and writing a brief summary of the selection</p>	<p>Close Read TG p. 351: Analyze perspective TG p. 352: Mark the words in italics TG p. 355: Notice misspellings TG p. 357: Highlight parenthesis TG p. 359: Notice similes TG p. 361: Notice incorrect use of punctuation TG p. 363: Notice italics TG p. 365: Notice dash at end of paragraph TG p. 366: analyze analogy TG p. 368: Highlight technical words TG p. 371: Notice the two short sentences TG p. 373: Notice use of choppy sentences TG p. 375: Highlight grammatical errors TG p. 377: Notice punctuation changes TG p. 378: Notice misspelled words</p> <p>RL.8.6, L.8.1a</p>	<p>Analyze the Text TG p. 380</p> <ul style="list-style-type: none"> <input type="checkbox"/> Compare <input type="checkbox"/> Draw Conclusions <input type="checkbox"/> Make a judgement <p>RL.8.1</p>	<p>Analyze Craft and Structure TG p. 381 Development of Themes</p> <p>Theme Conflict Allusion</p> <p>RL.8.2, RL.8.6</p>	<p>Concept Vocabulary and Word Study TG p. 382 Words that are related to emotional and psychological states:</p> <p>Subconscious Suspicion Despised Deterioration Introspective</p> <p>Latin Prefix: -sub</p> <p>L.8.4, L.8.5.b</p>	<p>Conventions TG p. 383 Direct and Indirect Objects</p> <p>Direct object Indirect object</p> <p>L.8.1, L.8.5, L.8.6</p>	

Making Meaning		Language Development		Effective Expression	
Days 14-15					
from Flowers for Algernon: TG p. 384-389	Close Review TG p. 385: Analyze video TG p. 387: Analyze media RL.8.1, RL.8.7	Analyze the Media TG p. 387 <input type="checkbox"/> Present and discuss <input type="checkbox"/> Review and synthesize SL.8.1, SL.8.4	Media Vocabulary TG p. 387 Prop Sci-fi Adapted L.8.4	Prepare to Compare TG p. 388 Comparing interpretations of a story RL.8.6, SL.8.1	Writing to Compare TG p. 389 Comparison-and-contrast essay RL.8.6, W.8.2, W.8.2.a-e, W.8.4, W.8.5, W.8.10
First Review Watch: Who speaks, what they say, and how they say it Note: Elements that you find interesting or want to revisit Connect: Ideas in the video to other media you've experienced, texts you've read, or images you've seen Respond: Complete Comprehension check					
Performance Task: Writing Focus					
Days 16-18					
TG p. 390-395 Write an Informative Speech Prompt: What has happened to you so far as a result of the experiment, and what do you predict will happen to you as time progresses? Language Development: Subject-Verb Agreement			Standards: W.8.2.a-e, W.8.4, W.8.5, L.8.1, L.8.1.b		

UNIT 4 Small-Group Learning		GRADE 8		Human Intelligence	
Introduction Day 19					
<p>Memoir: <i>from Blue Nines and Red Words / from Born on a Blue Day</i> by Daniel Tammet</p> <p>Media (Infographic): <i>The Theory of Multiple Intelligences Infographic</i> by Howard Gardner</p> <p>Poetry: <i>Retort</i> by Paul Laurence Dunbar <i>from The People, Yes</i> by Carl Sandburg</p>	<p>Performance-Based Assessment Task</p> <p>Present an Informative Multimedia Presentation</p> <p>Prompt: How does each selection highlight a different way to be intelligent?</p> <p>SL.8.1, SL.8.1.a-d, SL.8.4, SL.8.5, SL.8.6</p>	<p>Small-Group Learning Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prepare <input type="checkbox"/> Participate Fully <input type="checkbox"/> Support Others <input type="checkbox"/> Clarify <p>Working as a Team</p> <ol style="list-style-type: none"> 1) Discuss the Topic 2) List Your Rules 3) Apply the Rules 4) Name your Group 5) Create a Communication Plan <p>Making a Schedule</p> <p>Working on Group Projects</p>	<p>Essential Question</p> <p>In what different ways can people be intelligent?</p>	<p>Unit Goals:</p> <p>TG p. 342</p> <ul style="list-style-type: none"> • Gather information and ideas from a variety of texts. RI.8.10 • Expand Knowledge and use of academic and thematic vocabulary RI.8.4 • Write an informative essay in which you examine a topic and convey ideas, concepts, and information W.8.2 • Conduct research projects of various lengths to explore a topic and clarify meaning. W.8.7 • Demonstrate command of the conventions of standard English grammar and usage, including correct agreement of nouns and verbs L.8.1 • Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.8.1 • Integrate audio, visuals, and text in presentations SL.8.5 	
Standards Covered					
<p>Reading Literary Text</p> <p>RL.8.1, RL.8.4., RL.8.5, RI.8.10</p>	<p>Reading Informational Text</p> <p>RI.8.3, RI.8.4</p>	<p>Speaking & Listening</p> <p>SL.8.1, SL.8.1.a, SL.8.1.b, SL.8.1.c, SL.8.1.d, SL.8.4, SL.8.5, SL.8.6</p>	<p>Language</p> <p>L.8.1, L.8.1.a, L.8.4, L.8.5.b, L.8.6</p>	<p>Writing</p> <p>W.8.2.b, W.8.2.d, W.8.2.e, W.8.7, W.8.8</p>	<p>NOTES:</p>

Making Meaning				Language Development	Effective Expression	
Days 20-25						
<p><i>from Blue Nines and Red Words</i> TG p. 400-411</p> <p>First Read Notice: The general ideas of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check by writing a brief summary of the selection</p>	<p>Close Read TG p. 402: Analyze Informational texts TG p. 405: Examine details</p>	<p>Analyze the Text TG p. 408</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 409</p> <p>Informational Texts: Memoir and Reflective Writing</p> <p>Memoir Autobiography Reflective Writing</p>	<p>Concept Vocabulary and Word Study TG p. 408</p> <p>Words that relate to the author’s visual perceptions of numbers</p> <p>Symmetrical Spiral Aesthetic</p>	<p>Conventions TG p. 410 Pronoun Case</p> <p>Nominative case Subjective case Objective case Possessive case</p>	<p>Research TG p. 411 Informational report</p>
	RL.8.1	SL.8.1, S.8.4	RI.8.3	RI.8.4	L.8.1	W.8.2.a-e, W.8.4, W.8.5, W.8.6, W.8.10

Making Meaning			Language Development	NOTES:	
Day 26					
<p>The Theory of Multiple Intelligences Infographic: TG p. 412-415</p> <p>First Review Study: The infographic. What is it about? What do the terms mean? Annotate: By marking vocabulary and key passages you want to revisit Connect: Ideas within the infographic to what you already know and what you have already read Respond: Complete Comprehension check and writing a brief summary of the selection</p>	<p>Close Review TG p. 413: Note details in the infographic the describe each type of intelligence TG p. 414: Analyze the media</p>	<p>Analyze the Media TG p. 414</p> <ul style="list-style-type: none"> <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Review and Synthesize <input type="checkbox"/> Answer the Essential Question <p>SL.8.1, SL.8.4</p>	<p>Concept Vocabulary TG p. 414</p> <p>Naturalistic Linguistic Kinesthetic</p> <p>L.8.6</p>	<p>Speaking and Listening TG p. 415 Group discussion</p> <p>SL.8.1.a-d</p>	

Making Meaning				Language Development	Effective Expression	
Days 27-30						
Retort From the People, Yes Unsuspecting: TG p. 416-425 First Read Notice: Who or what is “speaking” and whether the poem tells a story or describes a single moment Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check by writing a brief summary of the selection	Close Review TG p. 420: Sound devices	Analyze the Text TG p. 422 <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question SL.8.1, SL.8.4	Analyze Craft and Structure TG p. 423 Poetic Structures Poetic form Rhyme scheme Free verse Sound devices Alliteration Consonance Assonance RL.8.5, L.8.5	Archaic Vocabulary and Word Study TG p. 422 Art Tress Fair Oughts Multiple-Meaning Words RL.8.4, L.8.4	Conventions TG p. 424 Participial and Infinitive Phrases Participial phrase Infinitive phrase L.8.1, L.8.1.a, L.8.4.c	Speaking and Listening: TG. P. 425 Multimedia presentation Dramatic Reading Nonverbal multimedia presentation SL.8.1.a-e, SL.8.4, SL.8.5, SL.8.6
Small-Group Learning Performance Task: Speaking and Listening Focus						
Days 31-32						
TG p. 426-427 Present an Informative Multimedia Presentation Prompt: How does each selection highlight a different way to be intelligent?				Standards: SL.8.1, SL.8.1.a-d, SL.8.4, SL.8.5, SL.8.6		

Overview: Independent Learning	
Days 33-34	
TG p. 428-429, 430A-430F, 431-432 Select and read a story from selections available online <ul style="list-style-type: none"> Is Personal Intelligence Important? By John D. Mayer, Ph.D. Why Is Emotional Intelligence Important for Teens? By Divya Parekh The More You Know, the Smarter You Are? By Jim Vega from The Future of the Mind by Michio Kaku 	Standards: RI.8.10
End-of-Unit Performance-Based Assessment	
Days 35-36	
TG p. 433-437 Writing to Sources: Informative Essay Prompt: In what different ways can people be intelligent? Speaking & Listening Outcome: Speech	Standards: W.8.2, W.8.9, W.8.10, SL.8.4, SL.8.6

GRADE 8, UNIT 5 : Invention					
INTRODUCTION	Days 1 & 2	Unit Video: Amazing Technology Invented by MIT – Tangible Media Discuss It: What are some ways in which this invention might have failed?		Unit Goals: Reading, Writing & Research, Language, Speaking & Listening Academic Vocabulary: Argument Launch Text: Inspiration is Overrated! (Lexile 850)	
WHOLE-CLASS LEARNING: Introduce Whole-Class Learning Day 3					
Anchor Text (Short Story): <i>Uncle Marcos from The House of the Spirits</i> by Isabel Allende translated by Magda Bogin Anchor Text (Expository fiction): <i>To Fly from Space Chronicles</i> by Neil deGrasse Tyson	Performance-Based Assessment Task Write an Argument Prompt: What requirements must be met in order to say human flight is successful? Language Development: Revising to combine sentences using gerunds and participles W.8.1, W.8.1.a-e, W.8.10, L.8.1.a	Whole-Class Learning Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Listen Actively <input type="checkbox"/> Clarify by asking questions <input type="checkbox"/> Monitor Understanding <input type="checkbox"/> Interact and Share ideas 	Essential Question Are inventions realized through inspiration or perspiration?	Unit Goals TG p. 440 <ul style="list-style-type: none"> • Read a variety of texts to gain the knowledge and insight needed to write about inspiration and invention RI.8.10 • Expand knowledge and use of academic and thematic vocabulary RL.8.4, RI.8.4 • Write an argumentative essay in which you effectively incorporate the key elements of an argument W.8.1 • Conduct research projects of various lengths to explore a topic and clarify meaning. W.8.7 • Demonstrate command of the conventions of standard English grammar and usage, including combining sentences using gerunds an participles L.8.1.a • Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.8.1 • Integrate audio, visuals, and text in presentations SL.8.5 	
Standards Covered					
Reading Literary Text RL.8.1, RL.8.3	Reading Informational Text RI.8.3, RI.8.4, RI.8.5	Speaking & Listening SL.8.1.a-d, SL.8.3, SL.8.4, SL.8.6	Language L.8.1, L.8.2, L.8.2.c, L.8.4, L.8.5.a	Writing W.8.1.a-e, W.8.4, W.8.5, W.8.10, L.8.1.a	NOTES:

UNIT 5 Whole-Class Learning			GRADE 8			Invention	
Making Meaning			Language Development			Effective Expression	
Days 4-9							
<p>Uncle Marcos from The House of the Spirits: TG p. 448-463</p> <p>First Read Notice: Who the story is about, what happens, where and when it happens, and why those involved react as they do Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check by writing a brief summary of the selection</p>	<p>Close Read TG p. 449: Focus on author’s use of imagery TG p.451: Mark the sentences that begin with “Her friends offered...” TG p. 452: Analyze motivation TG p. 453: Mark words that have to do with religion TG p. 454: Notice use of commas TG: p. 456: Mark references to animals</p> <p>RL.8.3, RL.8.4, PL.6.c</p>	<p>Analyze the Text TG p. 458: <input type="checkbox"/> Summarize <input type="checkbox"/> Compare <input type="checkbox"/> Answer the Essential Question</p> <p>RL.8.1</p>	<p>Analyze Craft and Structure TG p. 459 Propelling the action/character</p> <p>Plot Main character Character traits Round character Flat character Dynamic character Static character Dialogue</p> <p>RL.8.1, RL.8.3</p>	<p>Concept Vocabulary and Word Study TG p. 460 Words related to cleverness and innovation</p> <p>Decipher Invincible Contraption Newfangled Ingenuity Improvisations</p> <p>Latin Suffix: -ity</p> <p>L.8.4.b</p>	<p>Conventions TG p. 461 Subject Complements</p> <p>Linking verb Subject complement</p> <p>Predicate noun / Predicate pronoun Predicate adjective</p> <p>L.8.1</p>	<p>Writing to Sources TG p. 462 Critical Review</p> <p>W.8.1.b, W.8.1.c, W.8.1.d</p>	<p>Speaking and Listening TG p. 463 Class discussion</p> <p>SL.8.1.a-d</p>

Making Meaning			Language Development			Effective Expression	
Days 10-15							
To Fly TG p. 464-477 First Read Notice: The general ideas of the text, What is it about? Who is involved? Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and writing a brief summary of the selection	Close Read TG p. 466: Mark the names derived from mythology TG p. 468: Look for text that indicates something is being numbered TG p. 469: Analyze author’s style TG p. 470: Look for text that relates to Voyager 2 RI.8.1	Analyze the Text TG p. 472 <input type="checkbox"/> Summarize <input type="checkbox"/> Analyze <input type="checkbox"/> Make a judgement <input type="checkbox"/> Answer the Essential Question RI.8.1, PI.6.c	Analyze Craft and Structure TG p. 473 Expository Writing Expository essay Description Comparison-and-contrast Cause-and-effect Allusions RI.8.3, RI.8.5, L.8.4, L.8.5.a	Concept Vocabulary and Word Study TG p. 474 Words that show the contrast between innovative thinking and conventional thinking Enables Myopic Foresight Naiveté Prescient Seminal Old English prefix: fore- L.8.4, L.8.4.b	Conventions TG p. 475 Capitalization Proper nouns Proper adjectives L.8.1	Writing to Sources TG p. 476 Argumentative Essay W.8.1.a-e	Speaking and Listening TG p. 477 Class discussion SL.8.1.a-e
Performance Task: Writing Focus							
Days 16-18							
TG p. 478-483 Write an Argument Prompt: What requirements must be met in order to say human flight is successful? Language Development: Revising to combine sentences using gerunds and participles					Standards: W.8.1.a-3, W.8.4, W.8.5, W.8.10, L.8.1.a		

UNIT 5 Small-Group Learning		GRADE 8		Invention	
Introduction Day 19					
<p>Expository Nonfiction: <i>Nikola Tesla: The Greatest Inventor of All?</i> By Vicky Baez</p> <p>Novel Excerpt: <i>from The Invention of Everything Else</i> by Samantha Hunt</p> <p>News Article: <i>25 Years Later, Hubble Sees Beyond Troubled Start</i> by Dennis Overbye</p> <p>Media (Video): <i>Sounds of a Glass Armonica</i></p>	<p>Performance-Based Assessment Task</p> <p>Speaking and Listening Focus: Conduct a Debate</p> <p>Prompt: Are inventions realized through inspiration or perspiration?</p> <p>SL.8.1.a-e, SL.8.3</p>	<p>Small-Group Learning Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prepare <input type="checkbox"/> Participate Fully <input type="checkbox"/> Support Others <input type="checkbox"/> Clarify <p>Working as a Team</p> <ol style="list-style-type: none"> 1) Discuss the Topic 2) List Your Rules 3) Apply the Rules 4) Name your Group 5) Create a Communication Plan <p>Making a Schedule</p> <p>Working on Group Projects</p>	<p>Essential Question</p> <p>Are inventions realized through inspiration or perspiration?</p>	<p>Unit Goals</p> <p>TG p. 440</p> <ul style="list-style-type: none"> • Read a variety of texts to gain the knowledge and insight needed to write about inspiration and invention RI.8.10 • Expand knowledge and use of academic and thematic vocabulary RL.8.4, RI.8.4 • Write an argumentative essay in which you effectively incorporate the key elements of an argument W.8.1 • Conduct research projects of various lengths to explore a topic and clarify meaning. W.8.7 • Demonstrate command of the conventions of standard English grammar and usage, including combining sentences using gerunds and participles L.8.1.a • Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.8.1 • Integrate audio, visuals, and text in presentations SL.8.5 	
Standards Covered					
<p>Reading Literary Text RL.8.3, RL.8.4, RL.8.10</p>	<p>Reading Informational Text RI.3.3, RI.8.4, RI.3.5, RI.8.6, Ri.8.7, RI.8.10</p>	<p>Speaking & Listening SL.8.1.a-d, SL.8.3, SL.8.5, SL.8.6</p>	<p>Language L.8.1, L.8.2, L.8.2.a, L.8.2.b, L.8.4, L.8.4.b, L.8.4.c, L.8.4.d, L.8.5, L.8.5.c</p>	<p>Writing W.8.1, W.8.6, W.8.7</p>	<p>NOTES:</p>

Making Meaning				Language Development	NOTES:	
Days 19-21						
<p>Nikola Tesla: The Greatest Inventor of All? TG p. 488-493</p> <p>First Read Notice: The general ideas of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check by writing a brief summary of the selection</p>	<p>Close Read TG p. 489: Infer key ideas</p> <p>RI.8.2</p>	<p>Analyze the Text TG p. 491</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question <p>RI.8.1, RI.8.4</p>	<p>Analyze Craft and Structure TG p. 492</p> <p>Author’s Purpose: Word Choice and Humor: Hyperbole Comic diction Incongruity</p> <p>RI.8.4, L.8.5.a, PI.6</p>	<p>Technical Vocabulary and Word Study TG p. 491</p> <p>Engineer Current Generators</p> <p>Multiple-meaning words</p> <p>L.8.4, L.8.4.c, L.8.4.d</p>	<p>Conventions TG p. 493</p> <p>Commas and Semicolons</p> <p>Comma Semicolon Coordinating conjunction Coordinate adjectives Nonrestrictive/nonessential phrases or clauses</p> <p>L.8.2, L.8.2.a</p>	

Making Meaning				Effective Expression			
Days 22-25							
<p>from The Invention of Everything Else: TG p. 494-509</p> <p>First Read Notice: Who the story is about, what happens, where and when it happens, and why those involved react the way they do Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check by writing a brief summary of the selection</p>	<p>Close Read TG p. 497: Analyze conflict TG p. 499: Analyze characterization</p> <p>RL.8.3</p>	<p>Analyze the Text TG p. 505</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <p>RI.8.1, SL.8.4</p>	<p>Concept Vocabulary and Word Study TG p. 505</p> <p>Words relate to the reasons people invent and the results of their inventions</p> <p>Deficiencies Triumph Revolutionize</p> <p>Connotation Denotation</p> <p>RI.8.4</p>	<p>Analyze Craft and Structure TG p. 506: Analyze word choice: Figurative language</p> <p>Figurative language Figures of speech Personification Simile Metaphor</p> <p>L.8.5, L.8.5.b</p>	<p>Conventions TG p. 507 Comparative and Superlative Forms of Adjectives and Adverbs</p> <p>Positive Comparative Superlative Irregular Adjectives and adverbs</p> <p>L.8.1</p>	<p>Prepare to Compare TG p. 508 Discussion</p> <p>SL.1.a-d</p>	<p>Writing to Compare TG p. 509: Argumentative Essay</p> <p>W.8.1, W.8.4, W.8.5, W.8.10</p>

Making Meaning				Language Development	Effective Expression	
Days 26-28						
<p>25 Years Later, Hubble Sees Beyond Troubled Start: TG p. 510-519</p> <p>First Read Notice: The general ideas of the text, What is it about? Who is involved? Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and writing a brief summary of the selection</p>	<p>Close Review TG p. 511: Analyze connotation TG p. 514: Analyze figurative language</p> <p>RI.8.1, RI.8.4, L.8.5</p>	<p>Analyze the Text TG p. 516</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and clarify <input type="checkbox"/> Present and discuss <input type="checkbox"/> Answer the Essential Question <p>SL.8.4</p>	<p>Analyze Craft and Structure TG p. 517 Diction and Tone</p> <p>Technical language Connotations Informal/formal language</p> <p>RI.8.4</p>	<p>Concept Vocabulary and Word Study TG p. 516</p> <p>Aberration Amateur Controversy</p> <p>Latin root -vers-</p> <p>L.8.4.b</p>	<p>Conventions TG p. 518 Dashes and Ellipses</p> <p>L.8.2, L.8.2.a</p>	<p>Speaking and Listening TG p. 519 Debate</p> <p>SL.8.1.a-e, SL.8.3</p>

Overview: Independent Learning	
Days 33-34	
TG p. 526-527, 528A-528F, 528-531 Select and read a story from selections available online <ul style="list-style-type: none"> • Ada Lovelace: A Science Legend by James Essinger • Fermented Cow Dung Air Freshener Wins Two Students Top Science Prize by Kimberley Mok • Scientists Build Robot That Runs, Call It “Cheetah” by Rodrique Ngowi • from The Time Machine by H. G. Wells • Icarus and Daedalus retold by Josephine Preston Peabody 	Standards: RL.8.10, RI.8.10
End-of-Unit Performance-Based Assessment	
Days 35-36	
TG p. 532-535 Writing to Sources: Argument Prompt: Which invention described in this unit has had the biggest impact on humanity?? Speaking and Listening Outcome: Oral Presentation	Standards: W.8.1.a-e, W.8.4, SL.8.1.a-e, SL.8.4, SL.8.6